DOCUMENT RESUME

ED 438 510 CS 013 875

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TITLE	Miscue Analysis Made Easy: Building on Student Strengths.
ISBN	ISBN-0-325-00239-8
PUB DATE	2000-03-00
NOTE	134p.
AVAILABLE FROM	Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 ($15). Tel: 603-431-7894; Web site: http://www.heinemann.com.
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Cues; Language Usage; *Miscue Analysis; Primary Education; Reading Improvement; *Reading Instruction; Reading Material Selection; *Reading Processes
IDENTIFIERS	Retelling

ABSTRACT

Beginning with a series of interactive exercises, this book leads readers through the thinking processes and linguistic systems that students use to build their understanding of text. Through a review of these systems, the book then shows how to assess students' reading ability. It then presents an easy-to-use, step-by-step diagnostic procedure, including a retelling guide, which helps to identify and then maximize the student's specific strengths. The book also offers ideas on how to help students develop the self-monitoring strategies needed to keep track of their own meaning-making process as they read. Chapters in the book are: (1) Honoring What Readers Do; (2) How Readers Use Language; (3) Three Cueing Systems; (4) Aren't Errors Bad? Some Underlying Principles of Miscue Analysis; (5) Choosing Reading Material and Getting Started; (6) Recording What Readers Do; (7) Conducting Good Retellings; (8) Coding Miscues: Procedures for Classroom Use; (9) A Portrait of the Reader; (10) What's Next for This Reader? From Miscue Analysis to Instruction; and (11) Miscue Analysis in the Life of the Classroom. Appendixes contain interview questions, a short story, a retelling, a sample retelling form, a miscue inventory, a coded story, a coding sheet, and checklists. (Contains 49 references.) (RS)

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